



## SADTU 2030 VISION

*This booklet contains an edited version of a presentation prepared by **SADTU Deputy General Secretary, Cde Nkosana Dolopi**, and given in July and August, 2013 to SADTU Provincial Political Schools in Mpumalanga and Western Cape Provinces.*

**Download the SADTU 2030 Vision document from:**

<http://www.sadtu.org.za/docs/disc/2010/2030vision.pdf> (423 KB)

**This workshop needs to respond to the following questions:**

- What was SADTU established for?
- Do you remember the divisive debate in 1993 on affiliation to COSATU? The Question of Unionism vs Professionalism?
- What is our attitude towards QLTC?
- What kind of Instrument is our Education system? Is it a tool for Liberation and Development or Oppression?

***See also:***

**The ANC:** [Strategy and Tactics of the ANC](#)

**The SACP:** [The South African Road to Socialism](#) ("SARS")

**COSATU:** [2015 Plan](#)

### ***What the SADTU 2030 Vision seeks to achieve:***

- The Vision is our contribution towards the NDR en route to socialism!
- Vision wants us to build a more Responsive, Efficient and Effective Organisation
- A relevant and strong –well managed and administered organisation

### ***The Vision:***

- Wants us to improve our memberships service with special focus on improving the conditions of service of teachers and all Education Workers
- Wants us to fore ground what we are about, which is education
- It talks of patriotic teachers who will execute the principles of the QLTC as Revolutionary Tasks

### ***The 2030 Vision:***

- Calls on us to improve the Image of the Union and restore its Revolutionary Character as a Union of **Professionals, Agents of Change**, and Champions of **People's Education for Peoples Power**.
- Uphold the importance of subjects like history, indigenous languages & maths literacy.

### ***The Vision:***

- Expects the Union to **do things differently** but with no intention of changing the historical posture and character of the Union
- It goes far enough on **Women Empowerment** by extending the discussion from quantity (quotas) to quality
- The Vision wants our classrooms to be sites of **struggle and creation of opportunity**, for our learners to realize our objective of contributing to the wellbeing of Society

**The 2030 Vision** wants SADTU to have a new member – an informed member – involved in the transformation agenda:

- Early at school.
- Well prepared.
- Informed and Teaching.
- An ideal revolutionary teacher.

**The Vision:**

- Wants SADTU to mitigate the effects of the onslaught by the Liberal Media against the Working Class through Correcting Misinformation and Contesting Wrong Ideas propagated by Media
- Wants SADTU Members to know that Education is not, and was never, ideologically neutral
- Reminds SADTU Members that it is through Education that our History. Our Cultures – Values – Heritage get told.

**Missionary Education**

It was through Missionary Education (Christianity) that our indigenous Society and Tribal integrity collapsed. Missionary Education divided our previously homogenous communities by undermining their cohesion.

**The SADTU 2030 Vision** raises the point that Education can be an instrument for Liberation and Oppression

Quote of Leading Church Magazine:

*“This subject of work is . . . a burning one of this country. No complains is more common ... from colonists ...than that there is a great deal of work to be done and few trying to do it. We want to see the natives becoming workers... And ...we believe that Christianity will be a chief cause of their becoming a working people.*

*....how this comes to be is twofold. Christianity creates needs. Generally speaking every man will work just as much as he requires.... If you want men to work, then, you must get them to need. Create need and you supply stimulus to work...*

*Now the speediest way of creating needs among these people is to Christianise them. As they become Christianised, they will want more clothing, better houses, furniture, books, education for the children, and a hundred other things which they do not have now and never had. And all those things they can get by working... so Christianise a Kaffir is the shortest way and the surest, to make him put his hand steadily and willingly to the work that is waiting to be done”.*

## **Christian National Education 1948 and Bantu Education**

*Reflecting the tensions and preparing the political ground for the educational approach to come, a National Party MP, JN Le Roux, argued in the all-white parliament:*

*“Schools should not give the natives an academic education, as some people are prone to do. If we do this we will later be burdened with a number of academically trained Europeans and non Europeans, and who is going to do the manual labour in this country?... I’m in thorough agreement with the view that we should conduct our schools that the native who attends those schools will know that to a great extent he must be the labourer in the country”.*

\* \* \*

*The famous statement by Minister of Native Affairs HF Verwoerd about the impending introduction of the Bantu Education Act in 1953, to be implemented from 1955:*

*“There is no room for the Bantu in the European community above the level of certain forms of labour...for that reason it is of no avail for him to receiving training which has as its aim absorption in the European community, where he cannot be absorbed. Until now he has been subjected to a school system which drew him away from his community and misled him by showing him the green pastures of European society in which he was not allowed to graze”.*

Christian National Education 1948 and Bantu Education Conveyed a strong central message of White Supremacy and Black Inferiority

**The SADTU 2030 Vision** advises that Educators could serve to liberate, but could also advance oppression, if you are not conscious.

### **An Example:**

Take the example of Great Trek and battle of 1836 between Voortrekkers and Dingaans Army:

- Whites are regarded to advance and Blacks “run away” – farting – falling all over the place
- When Dingaan’s Army advances Whites took a “strategic retreat”.

These are wrong messages that history teachers should correct.

### **International Solidarity**

The Vision emphasise the question of International Solidarity: An injury to one Worker, anywhere, is an injury to all of us.

### **Professionals and Workers**

The document emphasizes that we are both teachers (professionals) and workers (Revolutionary Unionists) – Unity of Opposites - Two sides of the same Coin.

The general thrust of the document is a fair reconciliation between Quantity and Quality.

**Our forebears realised the Vision of a united, democratic, non-racial, non-sexist Union**

**Ours is the 2030 Vision**

## INTRODUCING THE SADTU 2030 VISION

The **2030 Vision** is a vehicle that should:

- Drive SADTU on how it reorganises itself as a centre for basic **education provision** for **excellence**

Whilst:

- Remaining a potent agent for the ultimate **democratisation** of our society

## FIVE PILLARS OF THE SADTU 2030 VISION

### PILLAR 1:

#### SERVICING UNION MEMBERS

*In this PILLAR the union will focus on the following:*

- Extensive **research** on **appropriate conditions of service** for a teacher in a developmental state;
- Continuous redefinition of **teacher conditions of service** to be commensurate with the **inflationary realities** of the society we operate within;
- Creating membership benefits that create a captured community of members thus creating a SADTU experience to be aspired for;
- Establishing membership targeted capacity building programmes that separates a SADTU member from the rest but within acceptable national norms and standards;
- Creating, through our **classroom commitments**, a nation that learns and advances its civilisation;
- Extensive and teacher based research on the best possible **methods of teaching**; and
- Continuous **improvement of learning** through the introduction of nation-building learning material.

## PILLAR 2:

### CREATING A LEARNING NATION

- Creating, through our **classroom commitments**, a nation that learns and advances its civilisation
- Extensive and teacher based research on the best possible **methods of teaching**.
- Continuous **improvement of learning** through the introduction of nation-building learning material.

## PILLAR 3:

### PROMOTING A DEVELOPMENTAL ORIENTED NATION STATE

- Creating and/or participating in **public awareness campaigns** that defines the national development trajectory for the coming fifty years;
- Enhance national development awareness through the creation and/or **promotion of a national value system** that support South Africa's development trajectory;
- Reorient membership to focus on **national development objectives** through learning content delivered to those entrusted to our care;
- Creating a patriotic cadre of teachers and learners through **socially cohesive programmes**.

## PILLAR 4:

### CREATING INTERNATIONAL PARTNERSHIPS

- Creating a criteria for **international cooperation** that is based on what defines the character of SADTU;
- Promote **international solidarity programmes** that are based on SADTU core belief systems;
- Establishing a **continent biased international relations** programme that defines affiliation and/or disaffiliation to international bodies; and
- Creating a **cross-border community** of industry like-mindedness within first the **SADC region** and later **Africa**.

## PILLAR 5:

### BUILDING A DELIVERY BASED ORGANISATIONAL CAPACITY

- Building a sustainable revenue base that is complementary to membership subscriptions
- Creating a SADTU village that promotes organisational excellence in all fields of required management
- Creating an organiser capacity that sustains current membership levels and/or increases them.

### CONCLUSION

- The 2030 Vision represents a turning point in the history of SADTU and the pursuit of **NDR objectives** within the teacher community.
- This vision is designed to be both a **truly South African and African product**, which is rooted in the reality of what **defines an African teacher** during what is now known to be the African Century.
- For it to fully succeed it requires not only the support of **all teachers** but also that of **South Africans**, and particularly **parents**.
- The vision is based on the view that we need to build a **new teacher** for an emerging South African society, rather than simply normalise something which was never normal.
- The magnitude of the challenge requires:
  - **commitment**, clarity of **vision** and **leadership** from **teachers as individuals**;
  - **teachers as social actors**;
  - **teachers as community leaders**; and
  - **teachers as shapers of nations** and most critically the recipient community of our commitment.

**KE A LEBOGA!!!!!!!!!!!!**